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AUTHOR Wynn, Cordell
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ABSTRACT

The objective of teacher education programs should be to assist prospective teachers in developing competencies needed to intervene successfully in the development of youth from diverse cultural backgrounds. This objective has a number of implications for teacher education programs and for school curriculum at all levels. Teacher education institutions must: (a) develop programs that reflect the defined skills, attitudes, and experiences required of individual living and learning in a pluralistic society; (b) replace subordinate content objectives with behavioral objectives; (c) employ, in the full range of positions, faculty and administrators from all ethnic groups; (d) implement training components that provide for competencies needed in cross/cultural and minority teaching/learning situations; and (e) assist school districts in establishing teaching/learning effectiveness centers to provide for the upgrading of professional competencies in the cognitive domain and to combine creativity with the ability to be a resource to the learning process for all youth in a pluralistic society. The schools must: (a) adopt a philosophy of continuous progress, (b) select instructional resources that will reflect multicultural education, (c) relieve the teacher of nonteaching functions, and (d) provide opportunities within the school for the child to apply rational thinking to real problems of living in a culturally diverse society. (This document contains a 2-page bibliography and glossary of competency-based teacher education terms.) (Author/HMD)

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A POSITION PAPER ON TEACHER COMPETENCIES FOR CULTURAL DIVERSITY IN CONNECTION WITH THE AACTE MULTICULTURAL EDUCATION/COMPETENCY-BASED TEACHER EDUCATION PROJECT

by
Cordell Wynn*

RATIONALE

Planned multicultural education and the incorporation of competency-based education in school systems, colleges and universities are becoming increasingly recognized as important phenomena in the American educational enterprise. To the extent that multicultural education can be significantly initiated and purposefully influenced, the role of the educational practitioner is central in these phenomena. It is assumed in this paper that there is a positive value to the total educational arena and to the society which it serves in developing and implementing a relevant and viable multicultural educational program for learners based on the concept of competency-based education.

Teacher education is changing in higher educational institutions because there are insistent demands rising from such groups as Mexican Americans, American Indians, Chicanoes, Blacks and Puerto Ricans to recognize the importance of cultural differences and modify the

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*Professor and Chairman of the Division of Teacher Education, Alabama State University, Montgomery, Alabama.

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curriculum to reflect their concerns. A dialogue is revolving around sound strategies to create a teacher education program which will equip the individual teacher to demonstrate specified competencies which are realistic to our pluralistic society. When this goal is realized, the role of the teacher will change from a bureaucratic functionary to that of a democratic educational practitioner.

Every school in our nation has an imperative mission these days: to help prepare its students for life in a society composed of many diverse cultures, racial and ethnic strands. The extent to which the school equips its young people to work and live within a country graced by an assortment of races, cultures, and life styles-- each mutually celebrated-- is a positive indicator of its overall quality and its relevance to contemporary youth. Therefore, multicultural teaching is the greatest educational challenge of the century. A response to that challenge is a viable Multicultural Education/Competency-Based Teacher Education Program-- for it is in the quality of the teacher that all else depends when it comes to facilitative learning.

In developing a Multicultural Education Program, there is need to explore the question, "What does a teacher need to know and be able to do in order to teach effectively in a culturally diverse society?" In seeking answers to this question, the writer talked with teachers, public school administrators, trainers of teachers, state department of education personnel and researchers in education. The key idea that emerged was the concept of competency-based teacher education if multicultural education becomes a reality.

It appears obvious that if the aim of teaching is learning, there should be evidence that pre-service teachers can bring about appropriate

learning in students before they assume responsibility for such learning in the classroom. Therefore, it is believed that this aim can be accomplished by enabling the prospective learner to demonstrate mastery or attainment of specified criteria. These criteria can be stated so that they include areas in the cognitive, affective, and psychomotor domains and encompass all phases of education-- from preprimary to the graduate.

Competency, of course, is the important concept, the sine qua non of competency-based teacher education. The learner will have X number of reading skills, he will differentiate among several elements of diverse cultures with Y per cent accuracy, he will know Z number of economic concepts, and so on. This is different from the usual approach of saying: Given X amount of time, the learner will be taught to the best of his and our ability. In this latter approach, time is the major limiting factor; in competency-based teacher education, time is basically inconsequential. The development of a teacher education program that generates this kind of evidence is mandatory if we are to provide the best education possible for all American youth.

ASSUMPTIONS OF COMPETENCY-BASED TEACHER EDUCATION

1) Competency-based teacher education should have at its base detailed descriptions of the behavioral outcomes expected of the learner. Although already alluded to, this assumption deserves additional comment because, of all the assumptions underlying competency-based teacher education, the emphasis on behavioral outcomes is probably the most controversial.

Behavioral outcomes are variously referred to as behavioral objectives, performance goals, operational objectives, and instructional

objectives. But regardless of the nomenclature employed, most would agree that statements of behavioral outcomes should meet three criteria: (a) the behavior itself must be identified, (b) the important conditions under which the behavior is to occur must be defined, and (c) the criterion of acceptable performance must be specified.

When these criteria are met, the result looks something like the following:

> student must be able to reply in grammatically
> ect French to 95% of the French questions that
> e put to him during an examination (2.50).

Or:

> The student must be able to spell correctly at least 80% of the words called out to him during an examination (2.50).

The advantages of stating educational outcomes in behavioral terms are increasingly becoming recognized. Advantages include: giving meaning to broad statements of educational goals, giving direction to the design of instructional strategies, and making obvious the methods used in evaluation. These, proponents argue, are critical elements in the search for a more effective and efficient system of public education.

But critics of behavioral objectives point out several potential dangers. One danger revolves around the issue of responsibility. Does the teacher write his own objectives? Or does he use objectives which have been preestablished by experts? The critics argue that the teacher seldom has time to do the former, and that he jeopardizes the unique aspirations of his class by opting for the latter.

2) Competency-based teacher education should provide for differences among learners in terms of their accumulated experience, extent of achievement, and rate and style of learning. In other words, competency-based

teacher education is based on the principle of individualized instruction and learning.

3) Competency-based teacher education should provide opportunities for the learner to pursue his personal goals. The intent of this assumption goes beyond the elements of individualization described above. That is, it means more than providing the learner with opportunities to make choices among alternate learning activities. In essence, the assumption means that the learner is also given opportunities to make choices among various objectives and, in some instances, to develop his own.

In a competency-based teacher education program, there are certain objectives which are required for everyone. For example, each learner must be able to do X, Y, and Z. But there are other objectives, all of which are considered important, but none of which is considered to be as vital as X, Y, or Z, or more valuable to all learners than another. From this latter group of objectives, then, each learner has the freedom and the responsibility to negotiate a program of studies.

Or, suppose that the learner is interested in a particular area of study for which the school has no objectives. In such a case, the learner is encouraged to become involved, along with the professional staff, in designing learning modules in that area. Certainly, the extent of the learner's involvement will be determined by his age and talents.

In addition to the assumptions cited above, two others need to be mentioned, if only in passing. One is that competency-based teacher education should be so organized and managed that all persons concerned with or affected by the education of learners share the responsibility for it. A key concept in competency-based teacher education, then is involvement: the involvement of parents, of community groups and insti-

tutions, and, of course, of teachers and learners in the design and implementations of programs. Another key concept is accountability. For when one is responsible for the design and implementation of instructional programs, to some extent one must also be accountable for their consequences.

The other assumption is that competency-based teacher education should be so organized and managed that it provides for its own continuous evaluation and revision. This is a critical area. For there is always danger that the efficiency of any instructional program will become equated with its effectiveness and relevance. In other words, an instructional program may appear to be functioning with no apparent flaws, to be maintaining itself with little difficulty, but upon closer examination, the program may not be achieving its stated objectives, or the objectives themselves may be irrelevant. In competency-based teacher education, then, questions of efficiency, of effectiveness, and of relevance are separate questions, and careful attention is given to asking and answering them.

There are certain basic competencies that all teachers should be able to demonstrate to effectively teach in a society composed of disparate cultures. These competencies are identified as follows:

TABLE I

COMPETENCIES TO BE DEMONSTRATED BY ALL TEACHERS IN A CULTURALLY DIVERSE SOCIETY

COMPETENCY CLUSTER I. UNDERSTANDING HUMAN GROWTH AND DEVELOPMENT

- Recognizing that each individual is worthwhile and unique
- Understanding that each individual reacts as a whole
- Understanding that each individual's behavior is caused
- Recognizing that each individual wants to do something and attain success in doing it
- Recognizing that each individual has dignity and integrity
- Recognizing the importance of the individual and his individuality
- Understanding the implications of selected concepts and principles of human growth and development
- Recognizing the role that environment plays in learning
- Understanding and analyzing the development of social relationships
- Evaluating the factors which affect development and measurement of intelligence

COMPETENCY CLUSTER II. PLANNING AND PREPARING FOR INSTRUCTION

- Stating desired learning outcomes in behavior terms
- Organizing classroom for instructional quality and classroom control
- Specifying indicators of outcome achievement
- Recognizing the wide range of interests and achievement levels among individual learners
- Planning instructional activities that relate to desired learning outcomes

- Recognizing the difference between the value systems of different racial and class sub-cultures in the classroom
- Identifying and articulating the use of instructional materials and procedures
- Understanding learners' environmental background and language patterns
- Planning assessment activities that relate to desired learning outcomes
- Planning instructional materials and procedures appropriate to the individual needs of all learners in a given classroom
- Planning techniques to foster self-evaluating, self-directiveness, self-diagnosing, self-prescribing, self-motivating to foster independent learning
- Generating learner's desire to engage in critical and analytical thinking, rational decision making, and linking knowledge to action
- Stimulating inquiry, creativity, sensitivity and conceptualization
- Promoting instructional ideas that will change the learner's role from reactive to participative
- Indicating how data on pupil achievement is to be displayed and used in adjusting instruction

COMPETENCY CLUSTER III. PERFORMING INSTRUCTIONAL FUNCTIONS

- Demonstrating adequate and appropriate skill in oral and written communication
- Conveying the learning outcomes desired from instruction
- Generating constructive pupil-teacher interaction
- Adapting instruction to context, content, individual learning styles or modes and rate of growth
- Managing instructional transitions and terminations
- Managing the effective use of instructional materials, procedures and activities

- Facilitating skill in interpersonal communication
- Managing unexpected activities and events
- Managing strong feelings and disruptive events
- Fostering collaborative decision-making between learner and teacher
- Providing for variety in instructional activities and cognitive levels exercised
- Reassuring, supporting, reinforcing and analyzing learner responses
- Utilizing feelings and emotional climates in the instructional process

COMPETENCY CLUSTER IV. PERFORMING ASSESSMENT FUNCTIONS

- Assessing learning before instruction
- Assessing learning during instruction
- Assessing learning after instruction
- Planning instruction on the basis of learning outcome data
- Assessing the individual needs of learners
- Assessing the needs of the community

COMPETENCY CLUSTER V. DISPLAYING PUPIL ACHIEVEMENT

- Displaying pre- and post-lesson achievement
  a. For knowledge/skill outcomes
  b. For process/attitudinal outcomes
- Displaying learning gains that can be attributed to instruction
  a. For knowledge/skill outcomes
  b. For process/attitudinal outcomes

COMPETENCY CLUSTER VI. RELATING INTERPERSONALLY

- Relating sensitively and effectively to learners
- Relating sensitively and effectively to supervisors

. Relating sensitively and effectively to colleagues

. Relating sensitively and effectively to parents

COMPETENCY CLUSTER VII. CARRYING OUT ADDITIONAL PROFESSIONAL RESPONSIBILITIES

. Managing non-instructional activities

. Meeting work schedule demands

. Maintaining the learning environment

. Meeting general professional responsibilities

Some of the most promising practices incorporated into achieving the above stated competencies are ideas which some teacher educators have supported over the years in different forms and under different labels. Educational leaders and proponents of multicultural competency-based teacher education will be working to demonstrate that some of these ideas also have their roots in a democratic value system, an appropriate base for the preparation of teachers for schools in American society. This latter fact makes these ideas all the more important in multicultural educational programs.

There will be anticipated problems with this approach. The need for further research is urgent, but better preparation of teachers to meet the challenge cannot wait as cultural pluralism continues to be ignored as an important educational ingredient in creating a "No One Model American." The writer sees the change role of the teacher and learner as the primary problem in implementing multicultural competency-based teacher education. To effectively deal with this problem, the writer suggests that we have to build a support system for individualizing instruction within the five-stage framework presented as follows:

1) To provide a systematic prescribed individualized program for each student in a given class based upon the learner's needs, strengths, weaknesses, interests, and ability as determined by relevant and appropriate evaluative instruments.

2) To provide for a unique instructional mode for each student in a given class which will facilitate an individualized learning plan for each learner. Each plan will provide for the following procedure on an individual basis:

TABLE II

a) Diagnosis:	Finding out what is wrong.
b) Prescription:	Deciding what to do about it.
c) Contract:	Commitment of learner to perform the prescribed treatment. Partners: Student-Teacher
d) Treatment:	Actual instructional strategies that are relevant to the learning modes of each learner. The teaching part of teaching.
e) Assessment:	Did the treatment work?

This process will also have as its key emphasis the change role of the learner and teacher as suggested on the next page:

TABLE III

a) The Learner's Role Changes

FROM:	TO:
. Assignment doing	. Planning . Optional Exercising . Creating . Viewing and Listening
. Memorizing	. Problem Solving . Hypothesizing . Analyzing . Synthesizing . Concluding
. Note Taking	. Organizing Ideas
. Reciting	. Discussing . Conceptualizing . Inquiring . Listening . Evaluating . Debating

TABLE IV

b) The Teacher's Role Changes

FROM:	TO:
. Presenting broad competencies	Special competencies representing cross-cultural and minority teaching/learning situations. Sensitivity to and knowledge of minority students and their culture must be translated into effective teaching skills which enable the student to learn.

. Coercing	Motivating
. Lecturing	Discussing
. Question Asking	Stimulating Inquiry
. Talking at Students	Talking with Students
. Testing and Grading	Fostering self-evaluation
. Lesson Planning	Writing behavioral objectives . Establishing competencies . Diagnosing . Prescribing

The writer sees as one of the major issues with multicultural competency-based teacher education programs is the issue of how to identify specified competencies needed to facilitate substantive pluralistic learning. Another issue is focused on how teaching competency is to be defined. The range of positions taken on the issues can be framed by a series of questions. Is demonstrated mastery of knowledge about teaching to be considered teaching competency? Is skill in performing the behaviors or tasks of teachers the meaning to be given teaching competency? Or is teaching competency a term to be applied only to the demonstrated ability to bring about the outcomes desired of a teacher in certificated teaching positions. These represent markedly different views of what the writer sees multicultural competency-based teacher education is all about, and set markedly different requirements for program structure and operation.

COMPETENCIES NEEDED FOR EFFECTIVELY TEACHING IDENTIFIED CULTURALLY DIFFERENT YOUTH

The writer endorses the concept that teachers need identified competencies for effectively teaching specified culturally different youth. In this paper, the writer is focusing attention on the needs of black youths as an ethnic group inasmuchas the majority of his twenty-two years of educational experience has been with this segment of the school population.

Since school districts throughout the nations are required by law to eradicate all vestiges of a dual education for black and white youth, many teachers find themselves teaching students who differ from them racially, culturally, socially and economically. This is a relatively new experience for these educational practitioners and research points out that many lack adequate skills to deal effectively with the challenge of providing quality instruction for youth from such diverse cultures.

Contrary to the thinking of many educational practitioners, the physical reassignment of students and faculty to eliminate racial identifiability of schools which, in turn, increases cultural diversity, is but a first step in the process of achieving quality multicultural education for all youth. The writer sees as an essential and continuing element in this process the training of prospective teachers and other educational practitioners to cope effectively with problems resulting from the bringing together these disparate cultures with their differing values, mores and customs into close and prolonged contact. Thus, in dealing with these problems, there needs to be an educational process that provides an element of "quality control," a way of monitoring

the skill levels and progress of students which is found in the concept of competency-based teacher education.

The writer sees the following identified competencies needed for effectively teaching specified culturally different youth:

TABLE VI

COMPETENCIES TO BE DEMONSTRATED BY TEACHERS WHO TEACH IDENTIFIED CULTURALLY DIFFERENT YOUTH (BLACK)

COMPETENCIES:

- Demonstrating effective techniques and methods to build and enhance the self-concept of learners
- Conceptualizing the dimensions in which the learner may be expected to grow and learn under adverse home and community environmental conditions
- Recognizing the importance of overcoming cultural and racial stereotypes
- Understanding the interdependence needed among the various cultures for the enrichment of learning how to live, grow and learn in a pluralistic society
- Understanding the history of minority groups in the United States and, in particular, of the Civil Rights Movement
- Demonstrating knowledge about the psychology and impact of prejudice
- Planning viable and relevant means for combating prejudice and negative reactions as reflected in parent and student behavior
- Understanding that all people are human-- with individual feelings, aspirations and attitudes no matter what cultural orientation they represent
- Recognizing the importance of being prepared to encounter prejudice and hostility as reflected in parental and community reactions

- Assuming responsiblity for examining own motives-- and where they are
- Supporting self-initiated moves of all people and not condeming or prejudging their motives
- Assisting all young people to understand and confront feelings of different ethnic groups
- Staying with and working through difficult confrontations
- Showing interest in understanding the point of view of all cultural representation
- Demonstrating directness and openess in expressing feelings
- Identifying and exploring solutions to problems arising in cultural diversity
- Recognizing and creating positive ways to cope with racial attitudes of young people as shown in their behavior
- Creating a climate of mutual trust and constructive interpersonal and intergroup relationships
- Building intercultural cohesiveness and dispelling myths about the intellectual inferiority or superiority of ethnic groups
- Demonstrating research skills relating to cultural pluralism
- Recognizing the importance of stressing the insights of sociology, psychology, cultural anthropology and other relevant fields in facilitating learning outcomes in a pluralistic setting
- Demonstrating methods and techniques to offer young people options which allow for alternative styles of learning
- Recognizing that within the realm of potential of every human being there is a level of awareness and achievement which can make life rewarding, and that most young people want desperately to find that level
- Assuming the responsiblity of helping to devise programs which reach out to the student and engage him in a process which is both interesting and fair and will, thus, lead to a level of awareness and achievement which gives him a positive perception of himself and his relationship to others

- Developing viable strategies to confront young people with moral, ethical and spiritual conflicts of their culture and motivate them to devise a system of values which is both personal and internalized
- Demonstrating that the color of an individual is not nearly as important as his competence
- Developing objective and activities to enhance the self-confidence young black learners use in guarding against the trappings of condescension
- Planning to include learners in full participation in the decision-making process relative to instructional activities
- Selecting materials that will not derrogate or ignore the identified culturally different group
- Building and promoting viable channels for meaningful communication among students, colleagues, and parents to lessen language barriers
- Recognizing the value of various evaluative instruments and their uses with multicultural education

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Problems related to the full actualization of the above identified competencies hinge on how the teacher conditions her beliefs about the world in which the learners live. The learner's actions seem intelligent to him and to those that will teach him only if they see the world through his (learner) eyes. But the learner's views of reality are largely personal, being influenced by his individual needs, values, culture, self-concept, physiological structure, beliefs about other people and opportunity.

An individual behaves in a manner designed to maintain or to enhance self-organization. People are capable of self-initiated behavior which takes them toward self-realization. The most important factors in determining our perceptions are the beliefs we hold about

ourselves and other people which are learned in interaction with them.

When people perceive themselves as greatly different than others, in terms of adequacy, they are inclined: 1) to be self-rejecting if they regard others as having greater worth, or 2) to reject others if they regard themselves as having greater worth. We are in the best position to perceive ourselves and others accurately when we believe that both we and our peers have worth.

From this type of perceptual theory, in preparing teachers to demonstrate competencies needed for effectively teaching identified culturally different youth, the writer believes these implications for education can be derived:

1. To teach a person one must understand him by trying to see him and his world as he sees them.

2. The differences between the value system of (middle and lower) different racial and class sub-cultures in the community and the implication for the classroom situation.

3. The characteristics of an impoverished community and the nature, causes and effects of cultural deprivation.

4. The relationship of student potentials to attained levels of achievment, with emphasis of the effects that educational, social and economic levels have on this achievement.

5. The professional skill needed in analyzing instructional deficiencies experienced by disadvantaged children.

6. The controlling personal and environmental factors involved in the teaching-learning process.

7. The ways and means of organizing the classroom for instructional quality.

8. The problems of school administration unique to the desegregated school situation, including the preparation of school desegregation plans.

POTENTIAL STRATEGY

The writer sees competency-based teacher education as a potential strategy for preparing personnel to effectively work with youth from diverse cultural backgrounds. The initial focus of comptency-based teacher education is upon the curriculum and the specified skills the learner is to attain. Some schools of thought suggest that educational practitioners should "first look at the child-- he will 'tell' them his needs." The writer views this as a basic "cop-out" in designing multicultural education programs. If we have no goals and objectives, we cannot be held accountable which is an essential element in providing quality learning experiences for all youth in our pluralistic society. What if the learner never shows interest in his fellow classmates? And what if the decides he does not want to interact with his peers from other cultures in a meaningful group activity?

Logically, it appears understandable that we must first create and design the curriculum and then look at the learner, in relation to that curriculum. To insure that desired behaviors are specified for learners, there is an imperative need to develop behavioral objectives as a first step in constructing a solid multicultural competency-based teacher education program. Behavioral objectives are referred to by a variety of terms such as "instructional objectives," "performance objectives," "terminal objectives," etc. Regardless of the term used, a behavioral objective is a precise statement of the behavior the successful learner will exhibit after completing the learning activity. The writer defines a <u>good</u>

behavioral objective as one that contains four essential elements. It states (1) WHO, (2) GIVEN WHAT, (3) DOES WHAT, (4) HOW WELL. It does not describe the learning activity in which the student will engage. Rather, it describes what the learner will be able to do after instruction, and how well he will be able to do it.

To help understand the movement toward competency-based teacher education and its applicability to multicultural education, the writer breaks the growth of education into three phases: (1) Traditional Phase-- marked by a great preoccupation with the "inner" characteristics and capacities of the learner (aptitude or ability), (2) Experimental Phase-- focus shifted from learner, per se, to the teaching process, and (3) Competency-Based Education-- an educational process that provides an element of "quality control;" a way of monitoring the skill levels and progress of learners which is vital in a culturally disparate classroom. This process provides a way of systematically preventing failure and insures consistent, efficient teaching. The writer sees competency-based teacher education as a procedure that has changed education from an "art" into a "science."

Assessment, pre, formative and summative, is basic to meaningful and relevant multicultural education as well as to competency-based education. This, combined with more equal achievement standards, provides an educational process that is more likely to meet the needs of all youth in our pluralistic society.

It is important to point out that competency-based teacher education systems vary depending upon program size, subject matter, etc. However, these systems follow the same general design. Each basic

step helps to answer a basic educational question.

The first step is to formulate and sequence objectives. This step answers the basic question, "What will the learner do?"

The second step is that of pre-assessment. There is need to find out which of the objectives the learner has and has not learned. This helps educational practitioners answer the question, "What does the learner know?"

After pre-assessment, instructional planning and instruction, per se, occur. The question, "What activities will the learner perform?" is answered here.

Finally, the question, "What has been learned?" must be answered. This is the post-assessment phase. Based on the information gained here, basic decisions are made regarding the next steps in the learners course of learning. These are the basic steps in setting up models in competency-based education.

The position taken in this paper is that the objective of teacher education programs should be to assist prospective teachers in developing the competencies that they require to intervene successfully in the intellectual, emotional, cultural, and physical development of youth from diverse cultural backgrounds. This position has a number of implications both for teacher education programs and for the school curriculum at all educational levels.

BASIC RECOMMENDATIONS AND CONCLUSIONS

If teacher education institutions are to meet the objectives stated above, they must:

1. Develop teacher training programs that attend to the defined skills, attitudes, and expriences required of individual living and learning in a pluralistic society.

2. Require student teachers to behave as they will expect their students to behave, though at a level of greater sophistication.

3. Replace subordinate content objectives with behavioral objectives.

4. Accommodate the individual differences of potential teachers in the same way the graduate teacher will be expected to accomodate the individual differences of children.

5. Require teachers to demonstrate a minimum level of competence in a range of critical functions in order to obtain professional certification.

6. Move rapidly to employ in the full range of positions, faculty and administrators from all ethnic groups in our pluralistic society.

7. Implement special training components that provide for competencies needed in cross-cultural and minority teaching/learning situations. Sensitivity to and knowledge of minority students and their culture must be translated through training into effective teaching skills which facilitate learning in multicultural education programs.

8. Design and implement vehicles to open up effective and honest communication among all those within the school community, thus, increasing mutual trust.

9. Unite public school and university personnel in a collaborative effort to prepare teachers. The goal should be to better integrate practice and theory in the training of teachers.

10. Assist school districts in systematic staff development programs to establish learning-teaching effectiveness centers to provide for the renewal and up-grading of professional competencies in the cognitive domain and to combine personal creativity with the ability to be a resource to the learning process for all youth in a pluralistic society.

Similarly, if teacher education programs are to have any relevance to what actually occurs in the schools, the schools themselves must:

1. Provide programs based on a continuum of skills and concepts inherent in specific learning themes rather than in isolated subject matter.

2. Adopt a philosophy of continuous progress.

3. Provide opportunities within the school for the child to apply rational thinking to real-life problems of living in a culturally diverse society.

4. Actively implement new resources and techniques designed to relieve the teacher of non-teaching functions.

5. Select instructional resources that will adequately reflect multicultural education.

Multicultural education/competency-based teacher education has many positive elements and few shortcomings when properly designed and effectively implemented. It certainly enables the teacher to continuously increase his competencies to cope with areas of reality in such a way that he or she sees new options within his environment. Such a teacher can build educational settings in which innovation rather than imitation is the norm, and in which the learning process for youth in our pluralistic society becomes self-motivating and is fun.

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APPENDIX

COMPETENCY-BASED TEACHER EDUCATION PROGRAM

GLOSSORY OF TERMS

ACHIEVEMENT LEVEL	How well a person is doing in relation to a specific instructional objective or group of objectives.
ANECDOTAL RECORDS	A written record of conversations between students/students, student/parent, teacher/student, teacher/parent.
ASSESSMENT DATA	Information that tells how well a pupil is doing or what difficulty the pupil may be having in relation to a specified objective.
ASSESSMENT INSTRUMENT	A test, or questionnaire designed to provide information to the teacher about any facet of a child's behavior.
BOUNDARIES	Boundaries between acceptable and unacceptable behavior-- the rules of the classroom.
COMPETENCY	A statement of the Knowledges, Skills or Behaviors expected of the teacher. Each statement will be accompanied by at least 1 Assessment.
CONTINUING ASSESSMENT	The use of evaluation as an ongoing process utilized to continually refine and improve instruction.
CORRECTIVE FEEDBACK	Information given a pupil about performance or behavior in relation to an objective or a classroom rule.
DIAGNOSTIC . . . INSTRUMENTS	Tests (formal or informal) designed to indicate why a person is having difficulty learning a given skill, knowledge, or concept.
FLOW CHART	A method of diagramming a procedure or process, step-by-step.
FEEDBACK	Information provided to the learner about how he is progressing in relation to a specific objective.

GROUPING AND GROUPING STRATEGY	Refers to the way in which a teacher organizes groups of children for instruction--includes entire-class grouping, small-group, pairing, individualization or combination of these categories.
INDEPENDENT LEVEL	The degree to which a pupil can work on an independent basis, without help and without undue frustration.
INSTRUCTIONAL LEVEL	That level at which a child understands at least 80% of the words or ideas.
INSTRUCTIONAL MATERIALS	Books, films, object and such, used to help a learner achieve a specified instructional objective.
INSTRUCTIONAL OBJECTIVE	A teacher's objective for the learner--What the teacher wants the pupil to know or be able to do as a result of instruction.
INSTRUCTIONAL PROGRAM	Long-range plans and objectives for children.
INTEREST INVENTORY	A check-list or open-ended questionnaire used to determine the range and depth of student interests.
LEARNING ACTIVITIES	What the teacher plans for the learner to do in relation to a given instructional objective.
LEARNING MODALITY (LEARNING STYLE)	The way or the circumstances in which the pupil seems to learn best-- for example, a pupil may respond best in a structured setting as opposed to a more open environment--or he may learn best from visuals, as opposed to aduio materials.
NON-VERBAL RESPONSES	All the ways we communicate with people other than through the spoken word-- writing, facial expressions, gestures, all kinds of "body talk."
PEER RELATIONSHIPS	Social relationship with other children in the class.
PEER STATUS	A pupil's standing in relation to all pupils in the classroom in terms of a designated kind of behavior, i.e. social, leadership, athletic, size, weight, etc.

PERFORMANCE RECORDS	Data on how a pupil is doing in relation to a set of objectives-- might include information showing growth over time.
PSYCHOLINGUISTICS	The study of the interrelation of language and the behavioral pattern of its users.
READING INSTRUCTION PERIOD	That amount of time established by the teacher for reading instruction-- may be at the same time each day, for the amount of time, or varied.
RECORD-KEEPING PROCEDURES	Means and methods of collecting, cataloging, storing and making available student data.
SIMULATED	A hypothetical situation but representative of a real classroom situation-- such as a role-play, game, case study, and such.
SOCIOGRAM	An interview or check-sheet in which the pupil indicates those peers he would most like to work with, sit next to, etc., and those peers that he would least like to work with, sit next to, etc.
STATUS ASSESSMENT	The process of determining where a pupil stands in the social environment of the classroom in the eyes of other pupils, in his own eyes, in the eyes of the teacher.
TEACHING TECHNIQUES	Like "teaching strategies"-- the methods a teacher uses, as opposed to the materials used, i.e., lecture, individualization, small group instruction, etc.
TEACHING STRATEGIES	Generally refers to the methods used by a teacher-- as opposed to the materials or resources used-- includes such techniques as lectures, Socratic, dialogue, individualization, drill, etc.